



Michael C. Riley Elementary and Early Childhood Center

200 Burnt Church Road
Bluffton, South Carolina

Grades	PK-5 Elementary School	
Enrollment	764 Students	
Principal	Adrienne Sutton	843-706-8300
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good
2011	Good	Excellent
2010	Good	Excellent
2009	Average	Good
2008	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

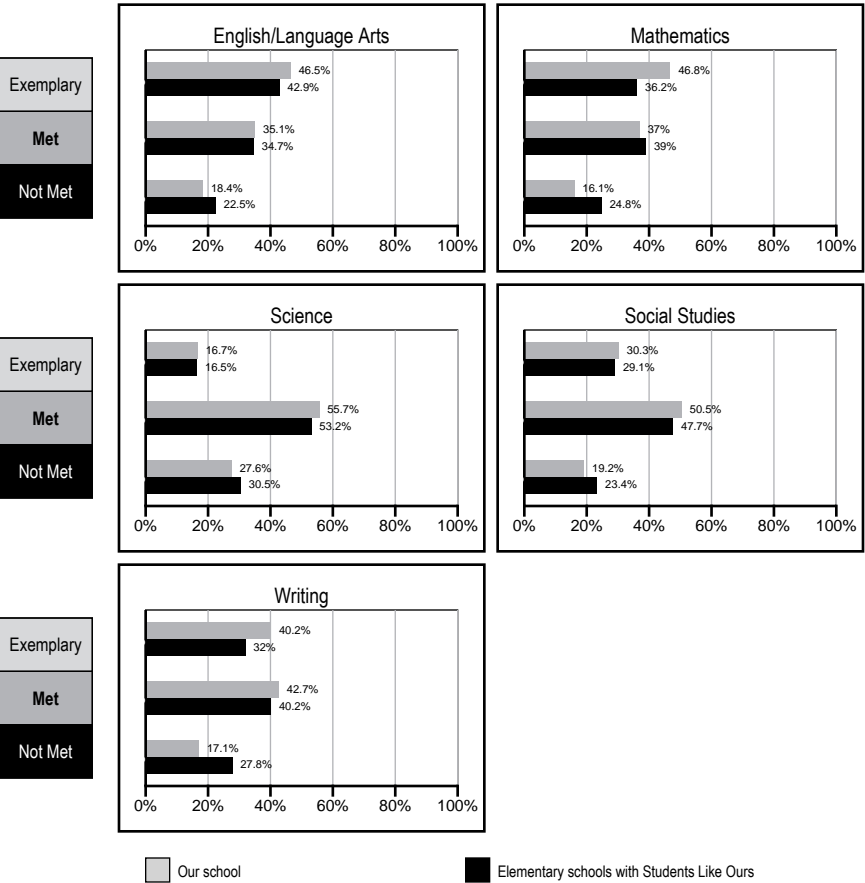
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	48	59	4	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=764)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.4%	1.3%	1.0%
Attendance rate	96.9%	Up from 96.2%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	61.3%	Up from 60.0%	61.8%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.5%	Up from 85.5%	89.6%	88.7%
Teacher attendance rate	93.2%	Down from 95.1%	95.0%	95.1%
Average teacher salary*	\$48,165	Down 2.5%	\$47,463	\$47,210
Professional development days/teacher	12.5 days	Down from 18.0 days	10.8 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.8 to 1	19.9 to 1	20.0 to 1
Prime instructional time	87.7%	Down from 89.2%	90.2%	90.5%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,341	Up 12.7%	\$7,155	\$7,247
Percent of expenditures for instruction**	71.8%	Down from 74.6%	67.8%	68.2%
Percent of expenditures for teacher salaries**	69.3%	Down from 72.6%	65.8%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The purpose of this narrative is to share Michael C. Riley Elementary and Early Childhood Center's progress towards shared goals. Each year we have conversations with our teachers and parents to review our school's strengths, and to develop plans to promote continued school growth while addressing areas that are identified for improvement. We have been, and continue to be, a great school! Our school provides a foundation for excellence in achievement and social emotional growth. This year we identified several focus areas for improvement. We introduced a school wide Positive Behavior Intervention Support Plan, EAGLE. Students were taught and given opportunities to practice appropriate behaviors throughout our school. Our matrix helps each student apply school values: Earn respect, Act Responsibly, Go safely, Learn, and Encourage. Developing a common language with consistent expectations has improved our school climate and decreased the incidences of poor choices. We introduced early morning opportunities in the areas of the arts. Each morning students in the early childhood center and upper grades have a chance to participate in song, dance, movement, and additional academic support in the computer lab on Compass Learning. Students in 4th and 5th grade signed up to participate in Riley eagle Chorus, Joleba, Riley Dance Club, Riley Tap Club, Riley Rembrandts, Student Council and Riley Racers. We want students to be engaged in learning throughout their school day!

All instructional efforts support and promote academic excellence. This year Michael C. Riley was a "double winner" earning a Palmetto Gold Award for overall academic performance, and a Silver Award in closing the achievement gap. We are proud of our students demonstrating academic growth and success! Parents support school success in the home through promoting students' use of Compass Learning, Everyday Math, PASS push, monitoring homework and grades in PowerSchool, participating in school events and communicating with their child's teacher.

An overview of comparison data is provided below:

2010/2011 PASS Data Overview

ELA percent of students scoring Not met		ELA percent of students scoring Met and exemplary		Math percent of students scoring Not met		Math percent of students scoring Met and exemplary	
2010	2011	2010	2011	2010	2011	2010	2011
Grade 3							
17	13	82	87	20	23	79	77
Grade 4							
18	18	82	82	14	5	85	95
Grade 5							
10	16	89	84	15	12	84	88

This year Michael C. Riley has been designated as a Title One school. Title One schools are schools with a higher percentage of students qualifying for free and reduced lunch. Funds are allocated to our school to support the growth of all students. In our Title One Plan we have been able to provide an additional prekindergarten class, a full day prekindergarten program, additional reading support through reading teachers, smaller class size, a bilingual liaison, supplementary nursing support, tutoring throughout the school year, a math interventionist, parenting programs and professional development opportunities for teachers.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	116	70
Percent satisfied with learning environment	84.1%	93.0%	94.0%
Percent satisfied with social and physical environment	95.3%	88.8%	89.9%
Percent satisfied with school-home relations	92.2%	88.8%	86.6%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	87.3
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Michael C. Riley Elementary and Early Childhood Center school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	667.3	667.5	628.8	640.8	100.0	100.0
Male	666.5	668.2	628.1	648.9	100.0	100.0
Female	668.1	666.9	629.7	632.9	100.0	100.0
White	693.8	688.7	647.8	660.9	100.0	100.0
African American	652.6	649.9	606.9	626.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	643.4	648.6	611.3	624.6	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	621.4	620.4	590.7	613.5	100.0	100.0
Limited English Proficient	639.3	642.1	606.6	620.2	100.0	100.0
Subsidized meals	655.2	656.5	619.8	632.0	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	117	100	12.4	35.2	52.4	87.6
	4	124	100	18	35.1	46.8	82
	5	109	100	16.5	44.7	38.8	83.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	110	100	21.6	26.5	52	78.4
	4	113	100	14.4	35.6	50	85.6
	5	130	100	21.7	40	38.3	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	117	100	21.9	37.1	41	78.1
	4	124	100	5.4	33.3	61.3	94.6
	5	109	100	11.7	39.8	48.5	88.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	110	100	27.5	33.3	39.2	72.5
	4	113	100	10.6	32.7	56.7	89.4
	5	130	100	14.2	42.5	43.3	85.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	58	100	50	44.2	5.8	50
	4	123	100	12.7	72.7	14.5	87.3
	5	57	100	34	54.7	11.3	66
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	57	98.3	46.2	32.7	21.2	53.8
	4	112	100	18.3	64.4	17.3	81.7
	5	67	100	31.7	52.4	15.9	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	59	100	13.2	62.3	24.5	86.8
	4	124	100	9	60.4	30.6	91
	5	53	100	25.5	45.1	29.4	74.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	56	100	30.8	53.8	15.4	69.2
	4	113	100	9.6	53.8	36.5	90.4
	5	65	100	31	37.9	31	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	110	97.3	10.9	57.4	31.7	89.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	131	97.7	17.1	42.7	40.2	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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